Empirical School Improvement for the School, Class, and Child

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Overview

- Who we are....
- What you should be measuring
- When you should look at it
- Who should do be doing it
- Practice
Basic Agreements

• School Improvement is a continuous process, not an episode in time.

• All data is meaningful. It is always a measurement of something. It is the challenge of a school program to determine what exactly it is indicating. PROBLEM SOLVING

• Data is not scary. It is just a fancy way of saying something is occurred and how often it occurred.
Myths of the Compliant

• We made AYP, we’re ok….

• State Tests, State Tests, State Test

• Data driven once a year….

• Data just gets in the way of what good teachers know to be true…
Let’s agree on a goal

• We are not merely trying to meet expectations and requirements

• We ARE developing an empirical system to actively monitor, evaluate, and respond to the needs of our students.
Looking to the future

- Recent changes in teacher and administrator evaluation

- What does this mean for Non-Public Programs

- It’s coming…
Naperville Bridge School

- 20 special education private day students
- 30 special ed or non-special ed students
- Will accept any referred D203 student

**Program description:** An individualized instructional setting that uses a specific district curriculum, with social emotional and therapeutic support, including behavioral intervention systems and service learning, which enable students to return to a regular school setting.

**Student Profile:** Students who are at risk of not continuing their education due to expulsion, multiple suspensions, significant truancy, and or being unsuccessful/removed from other Alternative Learning Opportunity Programs. Students who need specific emotional and therapeutic support that cannot be met in a large school setting.
Service Delivery

• Academic\Behavior support is the redesign of the environment, not the redesign of individuals in the environment.

• Student success is brought about through modifications and accommodations to individual school environment. Each student has their own unique entry point and connect to the learning community.

Experiential Learning Opportunities
PBIS\ RTI
Individual Students

History & Assessment

Plan

Progress Monitoring

Targeted Intervention \Support

Partnership Parent, Child, District and Abraxas

Outcomes
Specific Indicators

- **Student**
  - CBM
  - Skill Mastery
  - Attendance
  - Point Systems
  - Reflection Referrals

- **Classroom**
  - Grading Trends
  - Behavioral Trends
  - Academic Need\Curriculum Support

- **Program**
  - Attendance
  - Reflection Referrals
    - Type, Location, Time, etc
  - Suspensions\Expulsions
  - Student Success Monitoring
  - Credit Accrual
We know this, it’s in the rules...

This means **everyone** does it right?
It’s a Public and Non-Public Issue

Comparative Scores (On-Site vs. Self-Eval vs. Maximum possible)

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Average On-Site Score: 2.87
Average Self-Evaluative Score: 2.92

Comparisons

Section #1: Application and General Requirements
Section #2: Provision of Educational Program and Classroom Recomendations
Section #3: Administration of State Assessment
Section #4: Health and Safety Requirements
Section #5: Attendance and Billing
Section #6: Student Records
Section #7: Staffing Requirements
Section #8: Staff Trainings and Records
Section #9: Expected Outcomes
Building a data-driven model

• Decide on what is your purpose
  ➢ Mission Statements\Vision\Purpose

• Determine how that purpose is measured

• Consider MULTIPLE ways it’s measured
Individual Student Indicators

Program/School Wide Indicators
Interrelation

- Data sets do not exist in vacuums.

- The interrelation between data sets is STUDENTS.

- Thus in looking at school improvement we cannot look at data in isolation. We must find ways to monitor the reality of what is occurring, not just single indicators.
Dashboard

- Interrelations need to be send identified, thus we need to develop a way of seeing multiple indicators simultaneously.

USE A SCHOOL DASHBOARD

- A single page displaying all school indicators at a glance.

- Used to monitor overall school improvement and interrelation of issues.
Our Behavioral Dashboard

Woodridge Education
Monthly Behavior Referrals

Woodridge Education
Behavior Referral by Period

Woodridge Education
Student Level Distribution

Woodridge Education
Behavior Referrals by Location
### Abraxas Education

**Program Grade Distribution**

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<th>Bridge</th>
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### Basic Academic Skill Inventory (BASI)

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### Students that have left the Bridge broken down by Percentage

- Graduated: 36%
- Full Transition: 24%
- Moved out of District: 22%
- Alternative Placement: 7%
- Expelled: 4%
- Dropped: 3%
- Never Attended: 3%
- Less Restricted Placement: 1%
To build your dashboard you need to know...

• What is measurably different if a student is succeeding in your classroom?

• What is measurably different if a Teacher is succeeding with a student?

• What is measurably different when the WHOLE school is succeeding?
Look at the WHOLE picture
Team Based Decision Making

- Establish multiple tiered problem solving teams
  - Problem Solving is everyone’s responsibility

- Each team should have a stated purpose and measures toward that purpose

- Use Deliberate Overlap of key position to allow for free flow of information
Structures that allow for free flow of information
When should we be assessing?

**Summative Assessment**

- Overarching snapshot measuring what a students know and don’t know.

**Formative Assessment**

- On-going low-consequence measure used to shape instruction.
The Balancing Act

Continuous
Allows for immediate responses by team
Can be time intensive

Set Intervals
Allows for substantiating of a problem or trend
Less time intensive
Some Examples
NBS Enrollment

NBS Behavior Referrals